Research in Management and Humanities

DWIJMH VOL. 4 NO. 1 (2025) ISSN: 2980-4817

Available online at www.dwijmh.org
Journal homepage: http://www.dwijmh.org
ORCID ID: https://orcid.org/0000-0001-6884-3504

Basic psychological need satisfaction and basic psychological need frustration and work engagement of the College of Business Administration in Jose Rizal Memorial State University System

Kim John J. Rocha: Faculty, Jose Rizal Memorial State University, Dipolog Campus, Dipolog City, Philippines
Leo C. Naparota: Dean, School of Criminal Justice Education and College of Arts and Sciences, Andres Bonifacio College, Inc., Dipolog City, Philippines

ARTICLEINFO

Article history:
Received: December 02, 2024
Received in rev. form. January 15, 2025
Accepted: February, 08, 2025
Published: March 10, 2025

Keywords: ***Basic psychological need satisfaction, basic psychological need frustration, work engagement, College of Business Administration, JRMSU System***

JEL Classification: M12

ABSTRACT

This study aimed to determine the basic psychological need satisfaction and basic psychological need frustration and how they affect the work engagement of employees in the College of Business Administration of Jose Rizal Memorial State University System during the school year 2023-2024. A descriptive correlational research method was employed. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools employed with Jamovi as statistical software. There were one hundred fourteen (114) respondents involved in the study. The levels of basic psychological need satisfaction and work engagement were significantly and positively correlated. The levels of basic psychological need frustration and work engagement were significantly and negatively correlated.

© 2025 by the authors. Licensee DWIJMH. This open-access article is distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (https://creativecommons.org/licenses/by-nc-sa/4.0/)

Introduction

The influence of global factors on the representation of psychological needs complicates the assessment of individual factors' effects. However, according to Self-Determination Theory, fulfilling basic psychological needs is essential for continuous psychological development and optimal functioning (Baes et al., 2023). These needs are fundamental to psychological well-being, and meeting

* *Corresponding author. ORCID ID: 0000-0002-9693-1541*
© 2025 by the authors. Hosting by DWIJMH. Peer review under responsibility of Divine Word International Journal of Management and Humanities.

them enables employees to perform at their best (Abun et al., 2019). Furthermore, Albrecht (2015) underscores that understanding employee engagement within the workplace requires a thorough examination of their satisfaction with these basic psychological needs. Addressing these needs not only enhances individual well-being but also fosters workplace productivity and engagement.

Employee engagement serves as a cornerstone for cultivating a dynamic and thriving work environment, ultimately driving organizational success. Engaged employees uplift their colleagues, enhance team performance, and contribute to overall excellence. Employee satisfaction—reflecting how content employees are with their jobs and organizations—is a critical component of engagement (The Upwork Team, 2022). Conversely, when psychological needs remain unmet, employees may develop organizational cynicism, leading to diminished morale, higher attrition rates, and negative workplace behaviors (Baes et al., 2023). Thus, ensuring that employees' fundamental psychological needs are met is key to fostering engagement, happiness, and workplace satisfaction (Autin et al., 2022). Disengaged employees, on the other hand, may lose interest, suppress their beliefs, and experience job dissatisfaction (Baes & Naparota, 2022). Consequently, prioritizing employees' psychological needs is essential in creating an engaging and motivating work environment.

The significance of work engagement has been extensively explored in various studies. Research indicates that the satisfaction of basic psychological needs is positively and significantly correlated with work engagement, while frustration of these needs does not demonstrate a significant relationship (Gil-Flórez et al., 2022). Similarly, Baes et al. (2023) found that perceived frustration of psychological needs does not strongly correlate with work engagement. Additionally, research by Liebenberg et al. (2022) revealed that the general emotional load significantly influences daily competence, which in turn affects daily work engagement. Understanding these dynamics is crucial for enhancing employee engagement.

Against this backdrop, this study aims to assess the satisfaction and frustration of basic psychological needs and their relationship with work engagement among faculty members of the College of Business Administration at Jose Rizal Memorial State University. Specifically, it seeks to determine whether findings from previous local and international studies (e.g., Baes et al., 2023; Abun et al., 2019) align with current data. Furthermore, this study explores the relationship between these three variables to generate evidence-based recommendations for improving psychological well-being and work engagement.

Literature review

Basic psychological need satisfaction

The idea of fundamental psychological requirements One's level of satisfaction significantly predicts their personal function in life. Furthermore, self- determination theory and basic psychological need satisfaction (SDT) are closely related. Individuals' degree of life satisfaction is positively correlated with the satisfaction of their basic psychological needs. The Self- Determination Theory focuses on essential elements of personality development, self-regulation, and fundamental psychological needs to

explain how social environments affect workers' motivation, behavior, and well-being (Schutte et al., 2018). Basic psychological needs Human motivation is reliant on satisfaction, according to Tiwari and Garg (2019).

Autonomy satisfaction

Gagne (2015) autonomy is defined as acting with a sense of will, support, and decision. People act according to their approval, volition, or free will when they have this kind of need, which is an intrinsic motive. However, the social environment must encourage this independence by neither administering punishment nor praise. The growth of autonomy can be hampered by external factors like enforcing deadlines since they limit, regulate, and lower intrinsic motivation. Nishimura and Suzuki (2016) autonomy satisfaction refer to the feeling of being the perceived origin or source of one's behavior and the experience of full self-determination when committing to an activity. The need for autonomy signifies people's innate longing for purposive striving to perform and, experience a free will of choice and have psychological freedom when carrying out an activity (Tiwari & Garg, 2019).

Relatedness satisfaction

Intimacy and sincere connection with others are experiences that are referred to as relatedness satisfaction. The human desire for relatedness stems from our innate need to form personal connections, feel connected to others, and receive care and love (Baes & Naparota, 2022). The social and external esteem requirements, such as those for friendships, family, and coworkers, are equated with relatedness. Every person has a social need to form relationships with as many people as they can (Abun & Magalanez 2019). A person's desire to feel warm, meaningful, and close connections with significant others is referred to as relatedness satisfaction. When people form close relationships and feel a sense of affiliation with others, their need for relatedness is satisfied (Coxen et al., 2021).

Competence satisfaction

In a given context, competence refers to feeling efficient and proficient in a particular activity, profession, or career. An individual who possesses competence is deemed effective in social situations and is able to express their ideas and abilities (Hoxha & Çetin 2020). Competence satisfaction is the feeling of effectiveness in one's continuing interactions with the social environment as well as the ability to express one's abilities and produce favorable results (Baes & Naparota, 2022). When someone feels proficient and effective when performing a task, they are said to be satisfied with their competence. When people can confidently complete tasks and acquire new skills that will allow them to become masters in the future, their need for competence is satisfied (Coxen et al., 2021).

Basic psychological need frustration

Self-Determination Theory posits that the same mechanisms underlying positive psychological outcomes also explain the darker aspects of human functioning, which can lead to negative consequences such as burnout and subpar performance. These adverse effects arise when the three basic psychological needs are frustrated or thwarted (Vansteenkiste & Ryan, 2013). Research has shown that psychological need frustration is particularly predictive of the "dark" side of professional functioning, as it is strongly associated with workplace stress, ill-being, disengagement, and poor sleep

(Szulawski et al., 2021).

Huyghebaert et al. (2018) further demonstrated that considering both need frustration and need satisfaction provides a more comprehensive understanding of psychological outcomes. Specifically, while need thwarting contributes to negative consequences such as burnout, fulfilling basic psychological needs promotes positive outcomes, including work engagement.

Autonomy frustration

Autonomy frustration arises when individuals feel pressured or constrained despite having a sense of control. In contrast, competence satisfaction involves feeling effective and capable at work, achieving desired outcomes, and successfully handling challenges (Baes et al., 2023). The long-term effects of autonomy frustration include decreased motivation and diminished focus in subsequent activities beyond the immediate context that initially triggered it (Fang et al., 2020). Frustration stemming from a controlling environment tends to carry over to future tasks, making it likely that employees or students will exhibit reduced autonomous motivation if their employer or teacher adopts a controlling approach.

Despite its potentially severe and long-lasting negative effects, a controlling management or teaching style remains common in many settings (Gillet et al., 2015).

Relatedness frustration

Relatedness frustration is a sign of loneliness, exclusion, or rejection. Compared to workers who feel alone and have few confidants at work, those who feel like they are a part of a team and are comfortable talking about both work and personal issues are more likely to have their need for relatedness satisfied (Baka et al., 2022). The relatedness frustration is linked to higher levels of work-related stress, and various indicators of health-related well-being, and it also acts as a mediating factor (Dunn, 2019). The demanding nature of the workplace is due to the presence of various generations and the distinct roles that each performs at work (George & Zakkariya, 2015).

Competency frustration

A sense of inadequacy and failure at the tasks one is accountable for is known as competency frustration. High levels of work-related stress were linked to a need for frustration at work, and these stress levels were predictive of higher levels of physical symptoms, emotional exhaustion, and sick leave (Olafsen et al., 2017). It is unclear whether people who feel competence frustration will take action to regain their sense of competence and whether they will become more motivated to succeed in a subsequent task that supports competence (Fang et al., 2018). One method that has been proposed as both straightforward and efficient for manipulating competence frustration is to assign varying levels of difficulty to the same task. Competency frustration occurs when people are faced with too difficult tasks, receive unfavorable feedback, or have their sense of mastery undermined by social comparisons and focused criticism (Ryan & Deci, 2018).

Work engagement

Work engagement is a two-dimensional construct that includes absorption, or the degree to which an

individual is intensely focused on their role at work, and attention, or the amount of time spent thinking about it. "Harnessing organizational members' selves to their work roles" is what work engagement refers to. During role performances, people use their bodies, minds, and emotions to express themselves. It indicates that there is no distinction between a person's personal identity and their work; rather, people are integrated into their work (Abun et al., 2020).

Cognitive engagement

Employees must understand their employer's goals and strategies, as well as the performance standards they must meet in order to contribute as much as possible, in order to be engaged at this level. Kahn also highlighted the significance that individuals placed on their work, proposing that an increase in knowledge sparked an increase in creativity and self-assurance in decision- making (Sinclair, 2020). The focus of cognitive engagement is on how employees evaluate the tasks they are performing. Baes et al. (2023) an employee's assessment of whether their work is meaningful, physically, emotionally, and psychologically safe, as well as whether they have access to enough resources to finish it, determines how much cognitive engagement they have at work.

Emotional engagement

The emotional bond employees have with their employers serves as the foundation for this. In order to foster a positive working relationship, the organization must figure out how to give employees a feeling of community at work, which will motivate them to believe in and support the company's goals and principles. Kahn listed a number of behaviors that would help people feel safe and trusted, including constructive interpersonal interactions, group dynamics, and management techniques (Sinclair, 2020). Engaged employees are more enthusiastic, emotionally invested in their role tasks, and pay closer attention to details than less engaged workers. Outside of work, engaged employees engage in hobbies and social activities (Khusanova et al., 2021).

Physical engagement

This has to do with how much of an effort employees put forth in their work, both mentally and physically. Kahn gave instances of workers who reported feeling like they were "flying around" and having a high degree of personal engagement at work. He established a connection between elevated confidence and the capacity to invest both mental and physical energy at work (Sinclair, 2020). The physical component of employee engagement, employees who are physically more engaged at work are more willing to put in effort because they don't tire as easily and have a tendency to persevere through challenges and failures, which leads to better job performance (Baes et al., 2023).

Conceptual framework

The conceptual framework is presented in Figure 1. First, the independent variable which is the basic psychological need satisfaction with indicators categorized into autonomy satisfaction, relatedness satisfaction and competency satisfaction; second, the independent variable which is the basic psychological need frustration with indicators categorized into autonomy frustration, relatedness frustration and competency frustration. Lastly, the dependent variable which is work engagement with indicators such as cognitive, emotional and physical both adopted from Abun, et al. (2021).

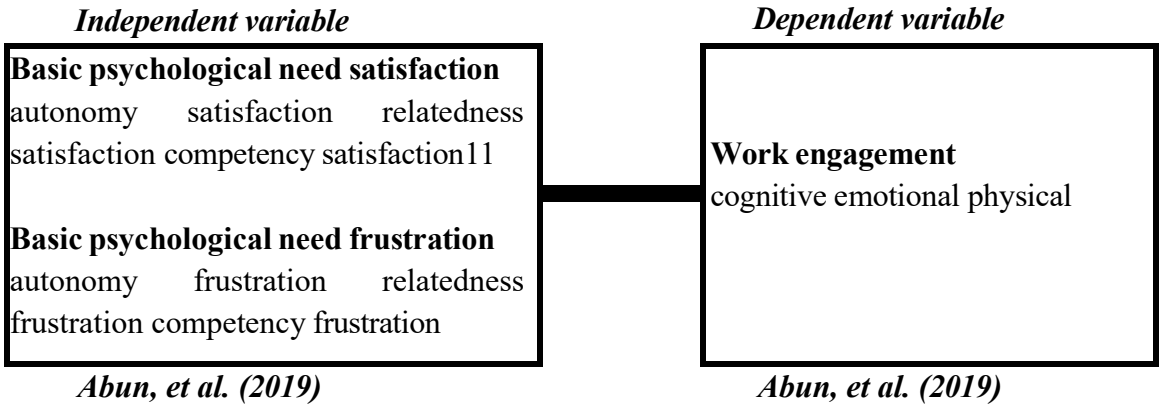

Figure 1: the framework reflects a correlation between basic psychological need satisfaction, basic psychological need frustration and work engagement. The study intends to examine the influence of basic psychological need satisfaction, basic psychological need frustration and work engagement.

Statement of the problem

This study aimed to determine the basic psychological need satisfaction and basic psychological need frustration and how it affects the work engagement of employees in the College of Business Administration of Jose Rizal Memorial State University System during the school year 2023- 2024.

Specifically, it answered the following questions:

1. **What is the perceived level of basic psychological need satisfaction of employees in terms of:**
   - **1.1 autonomy satisfaction;**
   - **1.2 relatedness satisfaction; and**
   - **1.3 competency satisfaction?**

2. **What is the perceived level of basic psychological need frustration of employees in terms of:**
   - **2.1 autonomy frustration;**
   - **2.2 relatedness frustration; and**
   - **2.3 competency frustration?**

3. **What is the perceived level of work engagement of employees in terms of:**
   - **3.1 cognitive;**
   - **3.2 emotional; and**
   - **3.3 physical?**

4. **Is there a significant relationship between basic psychological need satisfaction and work engagement?**

5. **Is there a significant relationship between basic psychological need frustration and**

work engagement?

Hypothesis

Numerous studies have demonstrated the significant influence of basic psychological need satisfaction, basic psychological need frustration and work engagement (Abun, et al. 2021; Baes et al. 2023) Building on this research, the current study seeks to explore the effect and connections of basic psychological need satisfaction, basic psychological need frustration and work engagement.

Scope and limitation of the study

This study was limited to the basic psychological need satisfaction and basic psychological need frustration and how these affect the work engagement of employees in the College of Business Administration of Jose Rizal Memorial State University System during the school year 2023-2024. The respondents of the study were limited to the 114 employees in Jose Rizal Memorial State University System excluding Siocon Campus. It also limited its scope to basic psychological need satisfaction and basic psychological need frustration and how they affect the work engagement of the employees. Other descriptors of basic psychological need satisfaction and basic psychological need frustration and work engagement may exist, but this study focused on the ones listed above.

Research methodology

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire. Survey' or 'survey research' is a general term for standardized mass questioning of a representative sample of individual members of a population under study (Coe et al., 2021). On the other hand, correlational research is a type of non-experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between basic psychological need satisfaction, basic psychological need frustration and work engagement.

The researcher received permission from the University President of Jose Rizal Memorial State University to distribute the questionnaires in order to start the data collection process. Designated employee representatives assisted in this process. After taking ethical factors into account, it was decided that an ethical assessment was not required because there were no delicate human issues.

The following ranges of values with their descriptive interpretation will be used:

Basic psychological need satisfaction

Scale	Description	Interpretation
4.21-5.00	Strongly agree	Very satisfied
3.41-4.20	Agree	Satisfied
2.61-3.40	Somewhat Agree	Somewhat Satisfied
1.81-2.60	Disagree	Dissatisfied
1.00-1.80	Strongly Disagree	Very Dissatisfied

Basic psychological need frustration

Scale	Description	Interpretation
4.21-5.00	Strongly Agree	Very Frustrated
3.41-4.20	Agree	Frustrated
2.61-3.40	Somewhat Agree	Somewhat Frustrated
1.81-2.60	Disagree	Not Frustrated
1.00-1.80	Strongly Disagree	Not Frustrated at All

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. **What is the perceived level of basic psychological need satisfaction of employees in terms of**:
   1.1 autonomy satisfaction;
   1.2 relatedness satisfaction; and
   1.3 competency satisfaction?

Table 1

Perceived level of basic psychological need satisfaction in terms of ***autonomy***

A. Autonomy satisfaction	Mean	SD	Description	Interpretation
1. At work, I feel a sense of choice and freedom in the things I undertake.	4.23	0.79	Strongly Agree	Very Satisfied
2. I feel that my decisions on my job reflect what I really want	4.05	0.86	Agree	Satisfied
3. I feel my choices on my job express who really, I am	4.19	0.80	Agree	Satisfied
4. I feel I have been doing what really interests me in my job	4.11	0.87	Agree	Satisfied
Overall	**4.17**	**0.75**	**Agree**	**Satisfied**

Source: Abun, et al. (2019)

Table 1 presents the perceived level of basic psychological need satisfaction in terms of autonomy. The data indicate that respondents strongly agree that they experience a sense of choice and freedom in their work. Additionally, they agree that their job-related decisions align with their personal preferences, their choices reflect their identity, and they engage in tasks that genuinely interest them.

Overall, the mean score for autonomy satisfaction is 4.17, with a standard deviation of 0.75, which corresponds to an "agree" rating and is interpreted as "satisfied." This finding suggests that respondents generally feel satisfied with their level of autonomy at work. Notably, this result aligns with the findings of Abun et al. (2019), which also indicate that respondents experience a high level of autonomy satisfaction.

Table 2

*Perceived level of basic psychological need satisfaction in terms of **relatedness***

B. Relatedness Satisfaction	Mean	SD	Description	Interpretation
1. I feel that the people I care at work bout also care about me	3.92	0.85	Agree	Satisfied
2. I feel connected with people who care for me at work and for whom I care at work	4.04	0.79	Agree	Satisfied
3. At work, I feel close and connected with other people who are important to me	4.21	0.71	Strongly Agree	Very Satisfied
4. I experience a warm feeling with the people I spend time with at work	4.32	0.70	Strongly Agree	Very Satisfied
Overall	**4.12**	**0.70**	**Agree**	**Satisfied**

Source: Abun, et al. (2019)

Table 2 exhibits the perceived level of basic psychological need satisfaction in terms of relatedness. As exhibited in the table, the outcome declares that the respondents strongly agree that they experience a warm feeling with the people they spend time with at work and feel close and connected with other people who are important to them. The respondents agree that they feel connected with people who care for them at work and for whom they care and feel that people they care at work about also care about them. Altogether, basic psychological need satisfaction in terms of relatedness gained a mean of 4.12 with a standard deviation of 0.70 which is described as agree and interpreted as satisfied. This finding means that the respondents are satisfied in terms of basic psychological needs satisfaction in terms of relatedness. This finding is in agreement with the finding of Abun et al. (2019) which avers that the respondents are satisfied in terms of relatedness satisfaction.

Table 3

*Perceived level of basic psychological need satisfaction in terms of **competency***

C. Competency Satisfaction	Mean	SD	Description	Interpretation
1. feel confident that I can do things well on my job	4.10	0.78	Agree	Satisfied
2. At work, I feel capable at what I do When I am at work, I feel competent to achieve my goals	4.16	0.87	Agree	Satisfied
3. When I am at work, I feel competent to achieve my goals	4.10	0.86	Agree	Satisfied
4. In my job, I feel I can successfully complete difficult task	4.10	0.93	Agree	Satisfied
Overall	**4.10**	**0.77**	**Agree**	**Satisfied**

Source: Abun, et al. (2019)

Table 3 presents the perceived level of basic psychological need satisfaction in terms of competence. The results indicate that respondents agree they feel capable in their work, confident in their ability to achieve their goals, and competent in handling tasks effectively. They also believe they can successfully complete difficult tasks.

Overall, competence satisfaction received a mean score of 4.10, with a standard deviation of 0.77, which corresponds to an "agree" rating and is interpreted as "satisfied." This finding suggests that respondents

generally feel satisfied with their level of competence at work. Furthermore, this result aligns with the findings of Abun et al. (2019), which also indicate that respondents experience a high level of competence satisfaction.

Table 4

***Summary** of the perceived level of basic psychological need satisfaction*

Basic psychological need satisfaction	Mean	SD	Description	Interpretation
A. Autonomy Satisfaction	4.17	0.75	Agree	Satisfied
B. Relatedness Satisfaction	4.12	0.70	Agree	Satisfied
C. Competency Satisfaction	4.10	0.77	Agree	Satisfied
Overall	**4.16**	**0.76**	**Agree**	**Satisfied**

Source: Abun, et al. (2019)

Table 4 presents a summary of the perceived level of basic psychological need satisfaction. The data reveal that respondents agree they are satisfied with their autonomy, relatedness, and competence. This finding suggests that employees of the JRMSU system experience a high level of basic psychological need satisfaction.

Furthermore, this result aligns with the findings of Abun et al. (2019), which assert that employees generally report a high level of satisfaction with their basic psychological needs.

2. **What is the perceived level of basic psychological need frustration of employees in terms of:**
   2.1 autonomy frustration;
   2.2 relatedness frustration; and
   2.3 competency frustration?

Table 5: ***Perceived level of basic psychological need frustration in terms of autonomy***

A. Autonomy frustration	Mean	SD	Description	Interpretation
1. Most of things I do on my job feel like, "I have to	3.35	1.20	Somewhat Agree	Somewhat Frustrated
2. I feel forced to do many things on my job I wouldn't choose to do	2.82	1.21	Somewhat Agree	Somewhat Frustrated
3. I feel pressured to do many things on my job	2.70	0.94	Somewhat Agree	Somewhat Frustrated
4. My daily activities at work feel like a chain of obligations	2.56	1.16	Disagree	Not Frustrated
Overall	**2.96**	**1.10**	Somewhat Agree	Somewhat Frustrated

Source: Abun, et al. (2019)

Table 5 presents the perceived level of basic psychological need frustration in terms of autonomy. Descriptive statistical analysis using Jamovi reveals that respondents somewhat agree that many aspects of their job feel obligatory, that they are often forced to perform tasks they did not choose, and that they frequently feel pressured at work. However, they disagree that their daily activities feel like an unending series of obligations.

Overall, autonomy frustration recorded a mean score of 2.96, with a standard deviation of 1.10, which corresponds to a "somewhat agree" rating and is interpreted as "somewhat frustrated." This finding suggests that respondents experience a moderate level of frustration regarding autonomy at work. Similarly, Baes et al. (2023) report that respondents exhibit a comparable level of autonomy frustration.

Table 6: ***Perceived level of basic psychological need frustration in terms of relatedness***

B. Relatedness Frustration	Mean	SD	Description	Interpretation
1. I feel excluded from the group I want to belong to at work	1.99	0.93	Disagree	Not Frustrated
2. I feel that people who are important to me at work are cold and distant towards me	1.93	1.02	Disagree	Not Frustrated
3. I have the impression that people I spend time with at work dislike me	1.99	1.16	Disagree	Not Frustrated
4. I feel the relationship I have at work are just superficial	2.05	1.17	Disagree	Not Frustrated
Overall	**2.02**	**1.00**	**Disagree**	**Not Frustrated**

Source: Abun, et al. (2019)

Table 6 presents the perceived level of basic psychological need frustration in terms of relatedness. The data indicate that respondents disagree with all indicators of relatedness frustration, yielding an overall mean score of 2.02 with a standard deviation of 1.00. This finding suggests that respondents do not experience frustration related to social connections at work.

Furthermore, this result aligns with the findings of Baes et al. (2023), which similarly report that respondents do not exhibit frustration in terms of relatedness.

Table 7: ***Perceived level of basic psychological need frustration in terms of competency***

C. Competency Frustration	Mean	SD	Description	Interpretation
1. When I am at work, I have serious doubts about whether I can do things well	2.52	1.24	Disagree	Not Frustrated
2. I feel disappointed with my performance in my job	2.23	1.17	Disagree	Not Frustrated
3. I feel insecure about my abilities on my job	2.34	1.26	Disagree	Not Frustrated
4. When I am working, I feel like a failure because of the mistakes I make	2.24	1.21	Disagree	Not Frustrated
Overall	**2.38**	**1.16**	**Disagree**	**Not Frustrated**

Source: Abun, et al. (2019)

Table 7 shows the basic psychological need frustration in terms of competency. As shown in the table, the respondents disagree that they have serious doubts about whether they can do things well, are disappointed with their performance, are insecure about their abilities on their job, and feel like a failure because of the mistakes. Altogether, the main is 2.38 with a standard deviation of 1.16 which is

described as disagree and interpreted as not frustrated. This finding suggests that the respondents are not frustrated in terms of their competency. Baes et al. (2023) attest that the respondents are not frustrated in terms of competency.

Table 8: ***Summary of the perceived level of basic psychological need frustration***

Basic psychological need frustration	Mean	SD	Description	Interpretation
A. Autonomy frustration	2.96	1.10	Somewhat Agree	Somewhat Frustrated
B. Relatedness frustration	2.02	1.00	Disagree	Not Frustrated
C. Competency frustration	2.38	1.16	Disagree	Not Frustrated
Overall	**2.79**	**1.07**	Somewhat Agree	Somewhat Frustrated

Source: Abun, et al. (2019)

Table 8 depicts the summary of the basic psychological need frustration. The result attests that the respondents are not frustrated in terms of relatedness and competency. However, the respondents are somewhat frustrated in terms of autonomy. In general, the respondents are somewhat frustrated as to basic psychological need. This finding is supported by Abun et al. (2019) and Baes et al. (2023) who found that all the employees are not frustrated with their basic psychological needs.

3. **What is the perceived level of work engagement of employees in terms of:**
   3.1 cognitive;
   3.2 emotional; and
   3.3 physical?

Table 9: ***Perceived level of work engagement in terms of cognitive engagement***

A. Cognitive	Mean	SD	Description	Interpretation
1. My mind is often full of ideas about my work	4.01	0.92	Agree	Highly Engaged
2. My mind is fully engaged with my work	4.05	0.84	Agree	Highly Engaged
3. I have an idea about how to perform my work better	4.25	0.75	Strongly Agree	Very Highly Engaged
4. I search for new ways to improve my knowledge related to my work	4.32	0.77	Strongly Agree	Very Highly Engaged
5. My thoughts are fully focused when thinking about my work	4.02	0.79	Agree	Highly Engaged
Overall	**4.01**	**0.77**	**Agree**	**Highly Engaged**

Source: Abun, et al. (2019)

Table 9 reveals the perceived level of cognitive work engagement. The data affirms that the respondents strongly agree that they search for new ways to improve their knowledge related to my work and have an idea about how to perform their work better. The respondents agree that their minds are often full of ideas about their work, fully engaged with their work, and their thoughts are fully

focused when thinking about their work. Overall, cognitive work engagement obtained a mean of 4.01 with a standard deviation of 0.77 which is described as agree and interpreted as highly engaged. This finding denotes that the respondents are highly engaged in terms of cognitive in their respective work assignments. Baes et al. (2023) indicated that the respondents are highly engaged in their respective work assignments.

Table 10: ***Perceived level of work engagement in terms of emotional engagement***

B. Emotional	Mean	SD	Description	Interpretation
1. I feel very delighted about what I am doing whenever I am working	4.01	0.85	Agree	Highly Engaged
2. I am excited to do my work	3.81	0.80	Agree	Highly Engaged
3. I feel good about the work that I do	4.05	0.92	Agree	Highly Engaged
4. I am always very enthusiastic to perform my work	3.83	0.76	Agree	Highly Engaged
5. I feel very happy when I carry out my responsibilities at work	3.94	0.82	Agree	Highly Engaged
Overall	**3.97**	**0.74**	**Agree**	**Highly Engaged**

Source: Abun, et al. (2019)

Table 10 presents the perceived level of emotional work engagement. The data indicate that respondents agree with all indicators of emotional engagement, reporting that they feel delighted with their work, excited to perform their tasks, positive about their job, consistently enthusiastic, and happy when fulfilling their responsibilities.

Overall, emotional work engagement attained a mean score of 3.97 with a standard deviation of 0.74, which corresponds to an "agree" rating and is interpreted as "highly engaged." This finding suggests that respondents demonstrate a high level of emotional engagement in their work. Furthermore, this result aligns with the findings of Baes et al. (2023), which affirm that employees exhibit high emotional work engagement.

Table 11: ***Physical engagement***

C. Physical	Mean	SD	Description	Interpretation
1. No matter how much I work, I still have a high level of energy	3.40	1.06	Somewhat Agree	Moderately Engaged
2. I have a great deal of stamina for my work	3.46	1.00	Agree	Highly Engaged
3. I have a lot of energy for my work	3.44	1.00	Agree	Highly Engaged
4. I am frequently energized by my work	3.51	0.97	Agree	Highly Engaged
5. Though my work is physically challenging, I am still excited to do	3.72	0.89	Agree	Highly Engaged
Overall	**3.56**	**0.85**	**Agree**	**Highly Engaged**

Source: Abun, et al. (2019)

Table 11 presents the perceived level of physical work engagement. The data reveal that respondents somewhat agree that, regardless of their workload, they maintain a high level of energy. Additionally, they agree that they have substantial stamina for their tasks, feel energized by their work, and remain enthusiastic even when faced with physically demanding responsibilities.

Overall, physical work engagement obtained a mean score of 3.56 with a standard deviation of 0.85, which corresponds to an "agree" rating and is interpreted as "highly engaged." This finding suggests that respondents demonstrate a high level of physical work engagement. Furthermore, this result aligns with the findings of Baes et al. (2023), which affirm that employees exhibit high physical engagement in their work.

Table 12: ***Summary of the perceived level of work engagement***

Work Engagement	Mean	SD	Description	Interpretation
A. Cognitive	4.01	0.77	Agree	Highly Engaged
B. Emotional	3.97	0.74	Agree	Highly Engaged
C. Physical	3.56	0.85	Agree	Highly Engaged
Overall	**3.86**	**0.78**	**Agree**	**Highly Engaged**

Source: Abun, et al. (2019)

Table 12 reflects the summary of the perceived level of work engagement. The result claims that the respondents are highly engaged in terms of cognitive, emotional, and physical work engagement. The overall main of 3.86 with a standard deviation of 0.78 indicates that the respondents are highly engaged in their respective work assignments. The present finding is supported by Baes et al. (2023) who attested that the respondents are highly engaged in terms of cognitive, emotional, and physical work engagement.

4. Is there a significant relationship between basic psychological need satisfaction and work engagement?

Table 13: ***Test of relationship between the level of basic psychological need satisfaction and work engagement***

Variables	rho-value	p-value	Interpretation
Basic Psychological Need Satisfaction and Work Engagement	0.49	< 0.01	Medium/Moderate positive Correlation Significant

Source: Abun, et al. (2019)

Table 13 illustrates the test of the relationship between the levels of basic psychological need satisfaction and work engagement. Utilizing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome asserts that there exists a medium/moderate positive correlation between the levels of basic psychological need satisfaction and work engagement. Thus, the null hypothesis is rejected. This finding signifies that as the level of basic psychological need satisfaction increases work engagement also increases. This finding further signifies that work engagement is significantly

influenced by the basic psychological need satisfaction. This finding furthermore signifies that if the respondents are psychologically satisfied, then they are engaged. Baes et al. (2023) declare that basic psychological need satisfaction is significantly correlated with work engagement.

5. Is there a significant relationship between basic psychological need frustration and work engagement?

Table 14: ***Test of relationship between the level of basic psychological need frustration and work engagement***

Variables	rho-value	p-value	Interpretation
Basic psychological need frustration and work engagement	-0.38	< 0.01	Medium/Moderate Negative Correlation Significant

Source: Abun, et al. (2019)

Table 14 reveals the test of the relationship between the levels of basic psychological need frustration and work engagement. Employing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the result attests that there exists a significant medium/moderate negative correlation between the levels of basic psychological need frustration and work engagement. Thus, the null hypothesis is rejected. This finding implies that as the level of basic psychological need frustration increases, work engagement decreases or as the level of basic psychological need frustration decreases, work engagement increases. This finding further implies that work engagement is significantly affected by the basic psychological need frustration negatively. This finding contradicts the finding of Baes et al. (2023) which indicated that basic psychological need frustration and work engagement are not significantly correlated.

Discussion

The study reveals that all respondents express satisfaction with their basic psychological needs for autonomy, connection, and competence. This clearly demonstrates that JRMSU employees are content with their fundamental psychological needs being fulfilled. However, when it comes to frustration with basic psychological needs, employees feel discontented when these essential needs are unmet. While the employees report no dissatisfaction with their relationships or competence, they do experience mild frustration regarding their autonomy. Overall, employees experience a moderate level of frustration with their basic psychological needs.

Moreover, highly engaged employees show exceptional mental, emotional, and physical investment in their work. These individuals are not just performing tasks—they are fully immersed and enthusiastic. The study also uncovers a moderate positive correlation between basic psychological need satisfaction and work engagement, meaning that as employees' psychological needs are better met, their engagement levels rise accordingly. In contrast, a significant negative relationship between basic psychological need frustration and work engagement suggests that as frustration decreases, work engagement increases, and vice versa.

Conclusion

The study reveals a profound and significant link between basic psychological need frustration and work engagement, underscoring the powerful impact unmet psychological needs have on employees' overall engagement. As frustration with autonomy, competence, and relatedness rises, work engagement notably declines, highlighting the critical role psychological well-being plays in fostering a motivated and committed workforce. These findings emphasize the importance of addressing and alleviating psychological need frustration to boost engagement, suggesting that organizations must prioritize the fulfillment of these fundamental needs to maximize employee performance and satisfaction.

***Authors' contribution*:** Conceptualization, research methodology, data gathering and analysis is performed by the authors.

***Conflict of interest statement*:** All authors declare no conflict of interest.

***Ethical review statement*:** the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.

***Funding*:** the study is funded by the authors.

References

Abun, D., Magallanez, T., Foronda, S. L., & Agoot, F. (2019). Measuring basic psychological need satisfaction and frustration and work engagement of employees of divine word colleges in Ilocos Region, Philippines. *International Journal of English Literature and Social Sciences (IJELS), 4*(2).

Abun.D., Magallanes, T., Foronda, G. S., & Encarnacion, M. J. (2020). Employees' workplace well-being and work engagement of divine word colleges' employees in Ilocos region, Philippines. *International journal of academic research in business and social sciences, 9*(2), 70-84.

Albrecht, S. (2015). Challenge Demands, Hindrance Demands, and Psychological Need Satisfaction: Their Influence on Employee Engagement and Emotional Exhaustion. *Journal of Personnel Psychology, 14*, 70–79.

Autin, K. L., Herdt, M. E., Garcia, R. G., & Ezema, G. N. (2022). Basic psychological need satisfaction, autonomous motivation, and meaningful work: A self-determination theory perspective. *Journal of Career Assessment, 1*, 78-93.

Baes, J. O., & Naparota, L. C. (2022). Basic Psychological Need Satisfaction and Work Engagement of Employees in Andres Bonifacio College, Inc., Dipolog City, Philippines. *International Journal of English Literature and Social Sciences (IJELS, 7*(6).

Baes, J. O., Naparota, L. C., Cabalida, E. S., Bellino, S. G., & Bellino, L. B. (2023). Basic Psychological Need Frustration and Work Engagement of Employees in Andres Bonifacio College, Inc. *International Journal of English Literature and Social Sciences, 8*(1), 019-029.

Baka, Ł., Szulawski, M., Prusik, M. K., & Najmiec, A. (2022). Longitudinal Relation between Comprehensive Job Resources and Three Basic Psychological Needs at Work. *International Journal of Environmental Research and Public Health, 19* (10), 6302.

Bhat, A. (2019). What is a correlational study? – Definition with examples. Retrieved from Retrieved from https://www.questionpro.com/blog/correlational-research/.

Coe, R., Waring, M., Hedges, L. V., & Ashley, L. D. (2021). *Research methods and methodologies in education*. Sage. (Eds.).

Coxen, L., Van Der Vaart, L., Van den Broeck, A., & Rothmann, S. (2021). Basic psychological needs in the work context: A systematic literature review of diary studies. *Frontiers in psychology. 12*.

Dunn, S. (2019). Self-Determination and Its Relationship to Intrinsic Motivation in Novice Middle-School Teachers. *Doctoral dissertation, Northeastern University*.

Fang, H., Wan, X., Zheng, S., & Meng, L. (2020). The spillover effect of autonomy frustration on human motivation and its electrophysiological representation.

Gagne, M. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. European Journal of Work and Organizational Psychology. *24*(2), 178-196. https://doi.org/10.1080/1359432X.2013.877892

George, E., & Zakkariya, K. A. (2015). Job-related stress and job satisfaction: a comparative study among bank employees. *Journal of Management Developments*, *34*(3). https://doi.org/10.1108/JMD-07-2013-0097

Gil-Flórez, A., Llorens, S., Acosta-Antognoni, H., & Salanova, M. (2022). Basic psychological needs at work: Their relationship with psychological well-being and healthy organisational outcomes with a gender perspective. *International Journal of Environmental Research and Public Health, 19*(5), 3103.

Gillet, E., Fouquereau, T., Huyghebaert, P., & Colombat, P. (2015). The effects of job demands and organizational resources through psychological need satisfaction and thwarting. *Span J. Psychol*, *18,* 1–19. https://doi.org/10.1017/sjp.2015.30.

Hoxha, S., & Çetin, F. (2020). The effect of psychological needs on task performance with the

mediating role of work engagement: A sample from a public organization in Kosovo. *İş ve İnsan Dergisi. 7*(1), 1-11.

Huyghebaert, T., Gillet, N., Lahiani, F.-J., Dubois-Fleury, A., & Fouquereau, E. (2018). Psychological safety climate as a human resource development target: Effects on workers functioning through need satisfaction and thwarting. *Advances in Developing Human Resources, 20*(2), 169–181.

Khan, S., Akbar, W., Imran, N., Mansoor, M., & Usman, A. (2020). Understanding Millennials Frustration At Work From A Lens Of Self-Determination Theory. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies, 11*(5). https://doi.org/10.14456/itjemast.2020.293

Khusanova, R., Kang, S. W., & Choi, S. B. (2021). Work engagement among public employees: Antecedents and consequences. *Frontiers in psychology, 12*, 684495. https://doi.org/10.3389/fpsyg.2021.684495

Liebenberg, J. M., Scholtz, S. E., & De Beer, L. T. (2022). The daily basic psychological need satisfaction and work engagement of nurses: a 'shortitudinal'diary study. In Healthcare *MDPI, 10*(5), 863.

Nishimura, T., & Suzuki, T. (2016). Basic psychological need satisfaction and frustration in J apan: controlling for the big five personality traits. *Japanese Psychological Research*, *58*(4), 320-331.

Olafsen, A. H., Niemiec, C. P., Halvari, H. D., & Williams, G. C. (2017). On the dark side of work: a longitudinal analysis using self-determination theory. *European Journal of Work and Organizational Psychology, 26* (2), 275–285. https://doi.org/10.1080/1359432X.2016.1257611

Ryan, R. M., & Deci, E. L. (2018). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Schutte, L., Wissing, M., & Ellis, S. (2018). Problematic factorial validity of three language versions of the basic psychological needs scale (BPNS): Why and what are the implications? *Journal of Happiness Studies*, *19*, 1175–1194.

Sinclair, S. (2020). Kahn's 3 Dimensions of Employee Engagement: Still Good to Go in 2021? Retrieved from https://www.talkfreely.com/blog/dimensions-of-employee- engagement.

Szulawski, M., Baka, Ł., Prusik, M., & Olafsen, A. H. (2021). The basic psychological needs satisfaction and frustration scale at work: A validation in the Polish language. *PloS One, 16*(11).

TheUpworkTeam. (2022). Employee engagement: What it is and why it's important. Retrieved from

https://www.upwork.com/resources/employee-engagement- essentials.

Tiwari, S., & Garg, P. (2019). Promoting basic need satisfaction at workplace: the relevance of mindfulness in support of job performance of employees. *Jindal Journal of Business Research, 8*(1), 1-15.

Tiwari, S., & Garg, P. (2019). Promoting basic need satisfaction at workplace: the relevance of mindfulness in support of job performance of employees. *Jindal Journal of Business Research, 8*(1), 1-15.

Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. (n.d.). *Journal of Psychotherapy Integration, 23*(3), 263–280. https://doi.org/10.1037/a0032359.

Publisher's Note: DWIJMH stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

© 2025 by the authors. Licensee DWIJMH. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (https://creativecommons.org/licenses/by-nc-sa/4.0/)

Divine Word International Journal of Management and Humanities. DWIJMH is licensed under a Creative Commons Attribution 4.0 International License.